

Learner Profile

2008-2009 Vermont Alternate Assessment

Citation: Kearns, J., Kleinert, J., & Towles-Reeves, E., (2006) *Learner characteristics inventory*.
Lexington KY: University of Kentucky, National Alternate Assessment Center

Substantial portions of this inventory are adapted from the above document. Any changes to the original text are for Vermont purposes only and should not be interpreted as reflecting the thinking or intentions of the original authors.

Data collected from this profile provides the VT-DOE with essential information concerning this population of students. Please complete this form in its entirety. Questions related specifically to eligibility requirements are included at the end of the profile.

Student Name: _____

Grade: _____

IDEA Disability Label (Check only the student's *primary* handicapping condition)

- ☐ Learning Impairment
- ☐ Multiple Disabilities
- ☐ Autism
- ☐ Speech/Language Impairment
- ☐ Hearing Impairment/Deaf
- ☐ Visual Impairment
- ☐ Traumatic Brain Injury
- ☐ Emotional Disability
- ☐ Deaf/Blind
- ☐ Other Health Impaired
- ☐ Motor Impairment
- ☐ Learning Disabled
- ☐ Developmental Delay
- ☐ Other _____

Home Language

The *primary* language spoken at home is: (Check *only* one)

- ☐ English
- ☐ Other

Hearing:

(Check one answer that best describes this student.)

- ☐ Hearing is within normal limits
- ☐ Corrected hearing loss within normal limits
- ☐ Hearing loss aided but still with a significant loss
- ☐ Hearing aid present and used
- ☐ Hearing aid present and not used regularly
- ☐ Profound loss, even with aids
- ☐ Other receptive techniques used (e.g., lip reading)
- ☒ Unable to determine functional use of hearing

Vision:

(Check one answer that best describes this student.)

- ☐ Vision is within normal limits.
- ☐ Corrected vision is within normal limits.
- ☐ Low vision; uses vision for some activities of daily living.
- ☐ No functional use of vision for activities of daily living or unable to determine functional use of vision.
- ☐ Has a documented or suspected Cortical Visual Impairment

Motor:

(Check one answer that best describes this student.)

- ☐ No significant motor dysfunction that requires adaptation
- ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and or keyboard).
- ☐ Uses wheelchair positioning equipment, and/or assistive devices for most activities.
- ☐ Needs personal assistance for most/all motor activities.

Assistive Technology

What kind of assistive technology has the team considered to demonstrate academic access and learning outcomes? (Check all that apply.)

- ☐ Digital text
- ☐ Text to speech
- ☐ Speech to text
- ☐ Word prediction
- ☐ Video/audio application
- ☐ Voice output
- ☐ Communication device (PECs, Dynavox, etc/Please list _____)
- ☐ None

*For technical assistance and AT decision making tools, email: michael.ferguson@state.vt.us

Expressive Communication:

(Check one answer that best describes this student.)

- ☐ Uses symbolic language to communicate: student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- ☐ Uses intentional communication, but not at a symbolic language level: student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- ☐ Communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

Modes of expression: (Check each answer that best describes this student.)

- ☐ Speech
- ☐ Writing
- ☐ American Sign Language (ASL)
- ☐ Braille
- ☐ Signs/gestures/sounds
- ☐ Communication board
- ☐ Augmentative Communication Device
- ☐ Which device? _____
- ☐ Other _____
- ☐ None of the above

Making Self Understood:

(Check one answer that *best* describes this student.)

- ☐ Always understood by listener
- ☐ Usually understood (difficulty finding words or finishing thoughts)
- ☐ Sometimes understood (ability is limited to making concrete requests)
- ☐ Rarely/never understood

Receptive Communication/Understanding:

(Check one answer that best describes this student.)

- ☐ Responds effectively to language that is spoken, signed, printed or any combination and does *not* need additional cues.
- ☐ Does require additional cues to respond effectively (e.g., gestures, pictures, objects, or demonstrations/models)
- ☐ Alerts to sensory input from another person (auditory, visual, touch, movement)
- ☐ Has uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture/ touch, movement, smell).

Attendance:

(Check one answer that best describes this student.)

- ☐ Historically attends approximately 90% of school days
- ☐ Historically attends approximately 75% of school days; absences primarily due to health issues
- ☐ Historically attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Has highly irregular attendance or homebound instruction due to a variety of issues.

Behavior Patterns

(Check *all* that apply.)

- ☐ Exhibits appropriate behavior for grade and age
- ☐ Exhibits behavior at levels younger than his/her grade and age
- ☐ Exhibits socially inappropriate/disruptive behavior
- ☐ Exhibits verbal aggression
- ☐ Exhibits physical aggression
- ☐ Wanders
- ☐ Has an ongoing, comprehensive, inter-disciplinary program to monitor behavior
- ☐ Has a special program that involves making specific changes in his/her environment to address mood, behavior, or cognitive patterns.

Family/Peer Interaction

(Check all that apply.)

- ☐ The family is intimately involved in the student's program
- ☐ The family is loosely involved in the student's program
- ☐ The family is not involved in the student's program
- ☐ The student maintains close peer friendships
- ☐ The student maintains superficial peer friendships
- ☐ The student has no apparent peer friendships

Task Engagement:

(Check one answer that best describes this student.)

- ☐ Engages in new learning tasks readily and perseveres to complete them
- ☐ Engages in familiar learning tasks with encouragement
- ☐ Initially resists learning tasks but applies self over time
- ☐ Strongly resists/rejects learning tasks

Self Determination:

(Check the one that best describes the student's ability to manage daily life tasks)

- ☐ Independent – decisions consistent/reasonable
- ☐ Modified independence – some difficulty in new situations only
- ☐ Moderately impaired – decision poor/cues/supervision required
- ☐ Severely impaired – never/rarely makes decisions

Memory & Use Information:

(Check one answer that best describes this student.)

- ☐ Regularly remembers and applies information
- ☐ Has some difficulty remembering and using information.
- ☐ Has significant difficulty remembering and using information.
- ☐ Cannot remember or use information effectively without extensive support.

Access to the General Curriculum:

(Check the statement that is most representative of the student's opportunities to learn *academic* content.)

- ☐ Participates in the same academic instruction with his/her general education peers, but at a modified achievement level within the general education classroom.
- ☐ Participates in separate but related academic instruction within the general education classroom.
- ☐ Participates in academic instruction outside the general education classroom with peers *without* disabilities.
- ☐ Participates in academic instruction outside the general education classroom with peers *with* disabilities.
- ☐ Participates in academic instruction outside the general education classroom in one-to-one settings.
- ☐ Does not participate in academic content instruction at any level.

Reading

(Check the one selection that best describes the student)

- ☐ Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- ☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- ☐ Demonstrates no observable awareness of print or Braille

Mathematics

(Check the best description for this student.)

- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Completes computational procedures with or without a calculator/abacus.
- ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to at least 5.
- ☐ Demonstrates no observable awareness or use of numbers.

Science

(Check the best description for this student.)

- ☐ Applies investigation and exploration procedures in order to summarize or make conclusions about what happened in the context of various learning experiences.
- ☐ Distinguish differences in observable properties and events
- ☐ Aware of and curious about objects, organisms, and events in the environment.
- ☐ Demonstrates no apparent awareness of objects, organisms, or events in the environment.

If necessary, please provide any additional information that may support the eligibility determination of this student.

Eligibility Questions for the Vermont Alternate Assessment:

- ☐ Due to significant cognitive disabilities, there is a need to limit or prioritize what the student will learn within grade level content.
 - ☐ The student requires systematic instruction, significant modification of content complexity, and extensive supports to access the general curriculum.
 - ☐ The student requires additional systematic instruction in order to maintain and generalize performance of the target skill to other settings, situations and/or applications.
 - ☐ The student has multiple complex disabilities that present him/her from attaining grade level achievement standards, even with the very best instruction.
 - ☐ The Educational Team has determined that this student cannot meaningfully participate in the general NECAP assessment. In order to fairly assess what s/he knows and can do, this student requires an alternate assessment portfolio that measures progress on state grade level standards but at reduced breadth, depth, or complexity.
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- ☐ All of the Eligibility Questions are checked, indicating that this student is a candidate for the Vermont Alternate Assessment, pending DOE approval. The Documentation of Eligibility with the attached Learner Profile will be submitted to the DOE by November 15th.